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ABSTRACT

The purpose of this study was to evaluate training given to West Tennessee adult basic education teachers concerning the creation of effective learning experiences. Two workshops were held, one at Memphis State University for Shelby county personnel and one at Jackson State Community College for the rest of West Tennessee. Data were gathered from the 183 persons attending by a questionnaire and the Kropp-Verner Attitude Scale. It had been planned to examine statistical association between variables using the chi-square test but, due to the number of low cell frequencies, the validity of the test was subject to question. This technique was deleted from the study and hypotheses were also eliminated. In general, participants rated the workshop high or very high; it answered their questions, presented useful information and techniques, and was well conducted by the instructor. There was little difference between sex of participants and their ratings of the workshop; older participants (35+) rated it higher than the younger, and Negroes rated it higher than whites. As years of teaching experience, either in public school or adult basic education increased, ratings of the program increased. (Appendixes include a sample program, evaluation instruments, and comments of participants.) (EB)

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CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM

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A Resource Document and Evaluation
of a West Tennessee Adult Basic
Education Workshop

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CHAPTER I

INTRODUCTION

Background

It is generally understood that public school systems have been forced to actively recruit teachers to satisfy the needs of a constantly increasing number of adult persons desiring exposure to a basic education program. In an attempt to meet this demand for teachers of adults, educators have been forced to rely primarily on public school teachers and administrators to staff the adult basic education programs on a part-time basis.

Since the needs of the adult student are essentially different from those of the student in a public elementary or secondary school, one may assume that teachers of adults require training specifically designed to equip them to meet those special adult needs. With this in mind, a program was designed relative to creating effective learning experiences in the adult classroom. This program centered around the following basic components:

1. Creating an informal classroom climate.
2. Skills and attitude of the teacher.
3. Respect for the individual student.
4. Identification of needs and interests of the students.
5. Physical arrangement of classroom.
6. Psychology of approach.
7. Image of the teacher.

8. Teaching procedures.
9. Multi-level classes.
10. Lesson plans--time allotment.
11. Instructional materials and techniques.
12. Student retention.
13. Keeping up-to-date.
14. Evaluating adult basic education materials.
15. Teacher's self-appraisal.

Obviously, with this vast array of topics, time was not available for in-depth scrutinization of each. Rather, the program centered around practical information that might be of help to the practicing teacher. Basic to the program was a role-playing demonstration emphasizing the teaching of Levels I, II, and III adult basic education students all at the same time. The central figure in this program was Miss Margaret Kielty, Director of Adult Education, Fitchburg, Massachusetts.

Due to the large number of adult basic education personnel in West Tennessee, a decision was made to present this program twice; consequently, two workshops were conducted. One was conducted at Memphis State University, November 21, 1969, for all Shelby County personnel and the other at Jackson State Community College, November 22, 1969 for all West Tennessee personnel, except Shelby County.

The two workshops were sponsored by the Adult Education Departments of the Tennessee State Department of Education, Memphis State University, Memphis City Schools, and Jackson State Community College, with the assistance of grants from Title I of the Higher Education Act

of 1965 and the Southern Regional Educational Board.

Purpose of the Study

Since certification guidelines or regulations have not been established for adult basic education teachers in Tennessee, many teachers have received little formal training in the field. Short-term educational activities have been and are being designed in an attempt to counter this professional training deficit and upgrade the quality of adult educators in Tennessee. Evaluation of these training sessions has become essential for the planning and design of future workshops toward a purposeful and fruitful end.

The purpose of this study was to determine the effectiveness of the in-service training workshops held at Memphis State University. A further concern was to identify any association between selected respondent characteristics and the effectiveness rating of the workshops.

Methodology

Source of Data

The population used in this study was the adult basic education personnel in Tennessee that attended the two workshops. The responsibility for recruitment of personnel was assigned to Blake Welch, Assistant Director of Adult Education, Memphis City and Shelby County Schools, and Billy Glover, West Tennessee Supervisor of Adult Education, Tennessee State Department of Education. A total of 188 participants attended the workshop, with 183 completing the evaluation instruments--96 from the Memphis Workshop and 87 from the Jackson Workshop. This provided a response rate of 97.3 per cent.

Collection of Data

Two instruments were used to collect the data for this study. The first was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] According to its authors, it appears to be a valid instrument for obtaining overall participation reaction to a short-term workshop. The scale consists of twenty items arranged in rank order of value, with item number one being the best thing that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable response.

The second instrument was a questionnaire keyed to obtain demographic data associated with the participants and their evaluation of various elements of the workshop.

The instruments were administered by the writers. The data obtained were then coded, punched on data processing cards, and analyzed using the facilities of the Memphis State University Computer Center.

Statistical Technique

Originally, it was planned to examine statistical association by means of the chi-square test of association. However, due to the low number of responses, including many zeros, in a large number of the cells, the chi-square test was eliminated from the study. Therefore, the signficance of any difference between variables is left solely to the discretion of the reader.

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating meetings," Adult Education, Volume VII, No. 4 (Summer, 1957), pp 212-215.

Hypotheses

Due to the deletion of the statistical test, hypotheses will not be stated since it would be difficult to determine their tenability. However, comparisons were made between selected characteristics of West Tennessee adult basic education personnel and their reaction to certain evaluative items in the questionnaire. These selected characteristics were sex, age, race, marital status, degree held, teaching experience in ABE, ABE major teaching level, number of years teaching in public schools other than ABE, whether past experience was primarily in elementary or secondary education, and workshop attended. The items against which these characteristics were compared were:

1. Whether the workshop answered questions of concern to them relative to teaching adults.
2. Whether the information and techniques presented would be of use in the classroom.
3. Whether the instructor did an excellent job.
4. Whether as a result of the workshop, they now felt that they would be able to perform their job more satisfactorily.
5. Their overall rating of the workshop.
6. The degree of value ascribed to the workshop as measured by the Kropp-Verner Scale.

CHAPTER II

PRESENTATION OF DATA BY ITEM

The purpose of this chapter is to present the results of the numerical and percentage responses to the items in the questionnaire. It will consist of three sections. The first will be devoted to the profile of the participants, the second to the evaluative item responses in the questionnaire, and the third to the results of the Kropp-Verner Scale.

Profile of Participants

A comparison of the profile of the participants at the Memphis and Jackson workshops is shown in Table 1. However, the discussion here will be confined to the profile of West Tennessee adult basic education personnel based on the total of the two groups shown in Table 1.

Generally speaking, relative to West Tennessee adult basic education personnel, it was found that:

1. There were more females employed than males (58.5 per cent to 41.5 per cent).
2. Approximately 62 per cent of the personnel was 35 years of age and older.
3. There was little difference in the race of the employees (50.8 per cent Negroes to 44.3 per cent whites, with 4.9 per cent abstaining).
4. Approximately 70 per cent were married.
5. Sixty-five per cent possessed less than a Master's Degree.

TABLE 1.--A profile of adult basic education personnel attending the Memphis State University and Jackson State Community College teaching workshops

Profile		Memphis		Jackson		Total	
		Number	Per cent	Number	Per cent	Number	Per cent
Sex							
Male		39	40.6	37	42.5	76	41.5
Female		57	59.4	50	57.5	107	58.5
	Total	96	100.0	87	100.0	183	100.0
Age							
Less than 35		48	50.0	19	21.8	67	36.6
35 and over		47	48.9	66	75.8	113	61.7
Not ascertained		1	1.1	2	2.4	3	1.7
	Total	96	100.0	87	100.0	183	100.0
Race							
White		45	46.9	36	41.4	81	44.3
Negro		45	46.9	48	55.2	93	50.8
Not ascertained		6	6.2	3	3.4	9	4.9
	Total	96	100.0	87	100.0	183	100.0
Marital Status							
Single		18	18.8	8	9.2	26	14.2
Married		62	64.6	65	74.7	127	69.4
Divorced or Separated		13	13.5	6	7.0	19	10.4
Widowed		3	3.1	7	8.0	10	5.5
Not ascertained		0	0	1	1.1	1	.5
	Total	96	100.0	87	100.0	183	100.0

Degree Presently Held							
Less than bachelor's		1	1.0	3	3.4	3	1.6
Bachelor's		62	64.6	56	64.4	119	65.1
Master's		31	32.3	27	31.1	60	32.8
Specialist		2	2.1	0	0.0	0	0.0
Not ascertained		0	0.0	1	1.1	1	.5
	Total	96	100.0	87	100.0	183	100.0
Teaching Experience in Adult Basic Education							
Less than 1 academic year		35	36.4	23	26.4	58	31.7
1-2 academic years		17	17.7	18	20.7	35	19.1
More than 2 academic years		40	41.7	39	44.8	79	43.2
Not ascertained		4	4.2	7	8.1	11	6.0
	Total	96	100.0	87	100.0	183	100.0
Adult Basic Education Major Teaching Level							
I		13	13.5	11	12.7	24	13.0
II		20	20.8	5	5.7	25	13.7
III		42	43.8	24	27.6	66	36.1
Combination of above		18	18.8	27	31.0	45	24.6
Supervisor		0	0.0	15	17.3	15	8.2
Not ascertained		3	3.1	5	5.7	8	4.4
	Total	96	100.0	87	100.0	183	100.0

TABLE 1.--Continued

Profile		Memphis		Jackson		Total	
		Number	Per cent	Number	Per cent	Number	Per cent
Number of Years Teaching in Public Schools Other than ABE							
Less than two		10	10.4	4	4.6	14	7.6
2-9		42	43.8	18	20.7	60	32.8
10 or more		44	45.8	65	74.7	109	59.6
	Total	96	100.0	87	100.0	183	100.0
Public School Experience Has Been in Primarily							
Elementary education		62	64.6	54	62.1	116	63.4
Secondary education		30	31.2	24	27.6	54	29.5
Not ascertained		4	4.2	9	10.3	13	7.1
	Total	96	100.0	87	100.0	183	100.0

6. Almost one-third of the participants were relatively new teachers, with about 40 per cent possessing more than 2 years of experience.

7. The largest group of participants indicated that their major teaching level was Level III (36.1 per cent). Levels I and II each received about 13 per cent of the responses. One-fourth of the participants indicated that their major teaching responsibility consisted of a combination of 2 or more of the 3 levels.

8. Sixty per cent of the participants had taught 10 or more years in the public schools other than in the ABE program. One-third had taught 2-9 years, with only 7.6 per cent possessing less than 2 years of experience.

9. Approximately 63 per cent of the participants indicated that the experience mentioned in Number 8 was primarily in elementary education.

Evaluative Items

As indicated in Table 2, West Tennessee adult basic education personnel indicated that:

1. The workshop answered questions that concerned them relative to teaching adults (98.5 per cent).

2. The information and techniques presented would be useful to them in the classroom (87.4 per cent).

3. The instructor did an excellent job (94.5 per cent).

4. As a result of the workshop, they felt that they would now be able to perform their job more satisfactorily (81.9 per cent).

5. Their overall rating for the workshop was high or very high (78.7 per cent).

Kropp-Verner Scale

In addition to the other measures used to determine the effectiveness of the workshop, it was stated previously that the Kropp-Verner Scale was administered in an effort to ascertain an overall value

TABLE 2.--A comparison of responses to the items in the questionnaire by the workshop attended

Item	Category	Number	Per cent
1. The workshop answered questions that concerned me relative to teaching adults.	Strongly agree	62	33.9
	Agree	98	53.6
	Undecided	16	8.7
	Disagree	5	2.7
	Strongly disagree	2	1.1
	Total	183	100.0
2. The information and techniques presented will be useful to me in the classroom.	Strongly agree	50	27.3
	Agree	110	60.1
	Undecided	12	6.6
	Disagree	10	5.5
	Strongly disagree	1	.5
	Total	183	100.0
3. The instructor did an excellent job.	Strongly agree	116	63.4
	Agree	57	31.1
	Undecided	6	3.3
	Disagree	3	1.6
	Strongly disagree	1	.6
	Total	183	100.0

4.	As a result of this workshop, I feel that I will now be able to perform my job more satisfactorily.	Strongly agree	48	26.2
		Agree	102	55.7
		Undecided	17	9.3
		Disagree	14	7.7
		Strongly disagree	2	2.1
		Total	183	100.0
5.	My overall rating for the workshop is:	Very Low	2	2.1
		Low	11	6.0
		Medium	26	14.2
		High	91	49.7
		Very High	53	29.0
		Total	183	100.0

of the workshop. The most positive score possible on the scale is 1.13, and the most negative score is 10.89, with a median value of 6.02. When the results were tabulated, the overall weighted mean for the training session was 3.64.

CHAPTER III

ASSOCIATION OF ITEM DATA WITH SELECTED CHARACTERISTICS OF WEST TENNESSEE ADULT BASIC EDUCATION PERSONNEL

The purpose of this chapter is to compare selected characteristics of West Tennessee adult basic education personnel and their reactions to certain items relative to the workshop. Each of the items was analyzed against the following characteristics: (a) sex; (b) age; (c) race; (d) marital status; (e) degree held; (f) teaching experience in ABE; (g) ABE major teaching level; (h) number of years teaching in public schools other than ABE; (i) whether past experience was primarily in elementary or secondary education; and (j) workshop attended.

The items against which the above characteristics of West Tennessee adult basic education personnel were analyzed were as follows:

1. Whether the workshop answered questions of concern to them relative to teaching adults.
2. Whether the information and techniques presented would be of use in the classroom.
3. Whether the instructor did an excellent job.
4. Whether as a result of the workshop, they now felt that they would be able to perform their job more satisfactorily.
5. Their overall rating of the workshop.
6. The degree of value ascribed to the workshop as measured by the Kropp-Verner Scale.

The format of this chapter will reflect these six categories.

Whether the Workshop Answered Questions of Concern to Them Relative to Teaching Adults

Ten chararacteristics of West Tennessee adult basic education personnel were examined in relation to whether they felt that the workshop answered questions of concern to them relative to teaching adults. These are presented in Table 3.

Sex.--Table 3 indicates that both sexes felt that the workshop answered questions of concern to them relative to teaching adults. Approximately 91 per cent of the males as compared with 85.1 per cent of the females indicated this.

Age.--Table 3 shows that the participants 35 years of age and older were more inclined to agree that the workshop answered questions of concern to them relative to teaching adults than were those less than 35 (92.9 per cent as compared with 79.4 per cent).

Race.--Negroes were more inclined than whites to agree that the workshop answered questions of concern to them relative to teaching adults as shown by Table 3 (93.6 per cent as compared with 82.5 per cent).

Marital status.--As shown by Table 3, very little difference was found between the marital status of the participants and whether they felt that the workshop answered questions of concern to them relative to teaching adults. Approximately 88 per cent of the single, married, and divorced or separated individuals agreed, while this declined to 80 per cent for those that were widowed.

Degree held.--As indicated by Table 3, little difference was noted between the degree held and whether the participants felt that the workshop answered questions of concern to them relative to teaching

TABLE 3.--The association of selected characteristics of adult basic education personnel and their reaction to the statement that the workshop answered questions of concern to them relative to teaching adults

Characteristic	Reaction							
	Agree		Undecided		Disagree		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	69	90.8	6	7.9	1	1.3	76	100.0
Female	91	85.1	10	9.3	6	5.6	107	100.0
Age								
Less than 35	54	79.4	10	14.7	4	5.9	68	100.0
35 and over	105	92.9	5	4.4	3	2.7	113	100.0
Race								
White	66	82.5	9	11.2	5	6.3	80	100.0
Negro	88	93.6	4	4.3	2	2.1	94	100.0
Marital Status								
Single	23	88.5	1	3.8	2	7.7	26	100.0
Married	111	87.4	13	10.2	3	2.4	127	100.0
Divorced or Separated	17	89.4	1	5.3	1	5.3	19	100.0
Widowed	8	80.0	1	10.0	1	10.0	10	100.0
Degree Held								
Less than Master's	104	86.0	11	9.0	6	5.0	121	100.0
Master's or Higher	55	90.2	5	8.2	1	1.6	61	100.0

Teaching Experience in ABE								
Less than 1 academic year	46	79.3	9	15.5	3	5.2	58	100.0
1-2 academic years	32	88.8	2	5.6	2	5.6	36	100.0
More than 2 academic years	72	92.3	4	5.1	2	2.6	78	100.0
ABE Major Teaching Level								
I	21	87.5	3	12.5	0	0.0	24	100.0
II	21	84.0	1	4.0	3	12.0	25	100.0
III	57	86.4	6	9.1	3	4.5	66	100.0
Combination of Above	40	88.9	5	11.1	0	0.0	45	100.0
Supervisor	15	100.0	0	0.0	0	0.0	15	100.0
Number of Years Teaching in Public Schools Other than ABE								
Less than 10	58	78.4	12	16.2	4	5.4	74	100.0
10 or more	102	93.6	4	3.7	3	2.7	109	100.0
Experience Has Been In Primarily								
Elementary education	103	88.0	9	7.7	5	4.3	117	100.0
Secondary education	45	83.3	7	13.0	2	3.7	54	100.0
Workshop Attended								
Memphis State	78	81.3	12	12.5	6	6.2	96	100.0
Jackson State	82	94.3	4	4.6	1	1.1	87	100.0

adults. Eighty-six per cent of those possessing less than a Master's Degree indicated agreement as compared with 90.2 per cent of those with a Master's Degree or higher.

Teaching experience in ABE.--Table 3 points out that as the years of teaching experience in adult basic education increased, the percentage of agreement to the statement that the workshop answered questions of concern to them relative to teaching adults also increased. Approximately 79 per cent of those with less than 1 academic year of experience indicated this. The percentage of agreement increased to 88.8 per cent for those with 1-2 years of experience and 92.3 per cent for those with more than 2 years of experience.

ABE major teaching level.--As illustrated in Table 3, very little difference was noted between the ABE major teaching level of the participants and whether they felt that the workshop answered questions of concern to them relative to teaching adults, except for the supervisors. All of the other levels indicated about 87 per cent agreement. However, 100 per cent of the supervisors did likewise.

Number of years teaching in public schools other than ABE.--A striking difference was noted between the number of years the participants had taught in public schools other than adult basic education and their agreement with the statement that the workshop answered questions of concern to them relative to the teaching of adults as evidenced by Table 3. About 78 per cent of those with less than 10 years of teaching indicated agreement. However, this increased to 93.6 per cent for those with 10 or more years.

Past experience has been in primarily.--Those participants who possessed this past teaching experience in elementary education as opposed to secondary education had a slight tendency to indicate a higher percentage of agreement with the statement that the workshop answered questions of concern to them relative to teaching adults as shown by Table 3 (88 per cent as compared with 83.3 per cent).

Workshop attended.--Table 3 points out that 94.3 per cent of those attending the Jackson workshop indicated that the workshop answered questions of concern to them relative to teaching adults. This declined to 81.3 per cent for those attending the Memphis workshop.

Whether the Information and Techniques Presented Would be of Use in the Classroom

Ten characteristics of West Tennessee adult basic education personnel were examined in relation to whether they felt that the information and techniques presented would be of use in the classroom. These are presented in Table 4.

Sex.--Approximately 91 per cent of the males indicated that the information and techniques presented would be of use in the classroom as noted in Table 4. This declined to 85 per cent for females.

Age.--Table 4 indicates that 97.3 per cent of those participants 35 years of age and older agreed that the information and techniques presented would be of use in the classroom. This declined to 91.2 per cent for those under 35 years of age.

Race.--As shown by Table 4, 94.7 per cent of the Negroes indicated that the techniques and information presented would be of value in the classroom. This declined to 77.5 per cent for whites.

TABLE 4.--The association of selected characteristics of adult basic education personnel and their reaction to the statement that the information and techniques presented would be of use in the classroom

Characteristic	Reaction							
	Agree		Undecided		Disagree		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	69	90.8	4	5.3	3	3.9	76	100.0
Female	91	85.0	8	7.5	8	7.5	107	100.0
Age								
Less than 35	55	91.2	6	5.9	7	2.9	68	100.0
35 and over	104	97.3	5	0.9	4	1.8	113	100.0
Race								
White	62	77.5	10	12.5	8	10.0	80	100.0
Negro	89	94.7	2	2.1	3	3.2	94	100.0
Marital Status								
Single	21	80.8	2	7.7	3	11.5	26	100.0
Married	114	89.8	8	6.3	5	3.9	127	100.0
Divorced or Separated	17	89.4	1	5.3	1	5.3	19	100.0
Widowed	8	80.0	0	0.0	2	20.0	10	100.0
Degree Held								
Less than Master's	104	86.0	8	6.6	9	7.4	121	100.0
Master's or Higher	55	90.2	4	6.6	2	3.2	61	100.0

Teaching Experience in ABE								
Less than 1 academic year	47	81.0	7	12.1	4	6.9	58	100.0
1-2 academic years	32	88.8	2	5.6	2	5.6	36	100.0
More than 2 academic years	71	91.0	2	2.6	5	6.4	78	100.0
ABE Major Teaching Level								
I	24	100.0	0	0.0	0	0.0	24	100.0
II	21	84.0	1	4.0	3	12.0	25	100.0
III	54	81.8	6	9.1	6	9.1	66	100.0
Combination of Above	41	91.1	3	6.7	1	2.2	45	100.0
Supervisor	14	93.3	1	6.7	0	0.0	15	100.0
Number of Years Teaching in Public Schools Other than ABE								
Less than 10	59	79.7	7	9.5	8	10.8	74	100.0
10 or more	101	92.7	5	4.6	3	2.7	109	100.0
Experience Has Been In Primarily								
Elementary education	105	89.8	6	5.1	6	5.1	117	100.0
Secondary education	44	81.4	5	9.3	5	9.3	54	100.0
Workshop Attended								
Memphis State	77	80.2	9	9.4	10	10.4	96	100.0
Jackson State	83	95.4	3	3.4	1	1.2	87	100.0

Marital status.--Approximately 80 per cent of the single and widowed participants indicated that the information and techniques would be of value in the classroom (Table 4). This increased to about 89 per cent for those that were married or divorced or separated.

Degree held.--Table 4 shows that 90.2 per cent of those with a Master's Degree or higher indicated that the information and techniques presented would be useful in the classroom as compared with 86 per cent of those with less than a Master's Degree.

Teaching experience in ABE.--As evidenced by Table 4, those participants with less than 1 academic year of teaching experience in ABE indicated 81 per cent agreement with the statement that the information and techniques presented would be of use in the classroom. This increased to 88.8 per cent for those with 1-2 years and 91 per cent for those with more than 2 academic years.

ABE major teaching level.--Table 4 points out that 100 per cent of those participants whose ABE major teaching level was Level I indicated that they felt that the information and techniques presented would be of value in the classroom. This declined to 93.3 per cent for supervisors, 91.1 per cent for a "combination of above," 84 per cent for Level II, and 81 per cent for Level III.

Number of years teaching in public schools other than ABE.--Table 4 shows that 92.7 per cent of those participants with 10 or more years of experience in teaching other than ABE indicated agreement with the statement that the information and techniques presented would be of value in the classroom. This declined to 79.7 per cent for those with less than 10 years of experience.

Past experience has been in primarily.--Approximately 90 per cent of those participants who indicated that this past experience was in elementary rather than secondary education indicated that the information and techniques would be of value in the classroom. This declined to 81.4 per cent for those in secondary education.

Workshop attended.--Table 4 points out that 95.4 per cent of those attending the Jackson workshop indicated agreement with the statement that the information and techniques would be of value in the classroom. This declined to 80.2 per cent for those attending the Memphis workshop.

Workshop attended.--Table 4 points out that 95.4 per cent of those attending the Jackson workshop indicated agreement with the statement that the information and techniques would be of value in the classroom. This declined to 10.2 per cent for those attending the Memphis workshop.

Whether the Instructor Did an Excellent Job

Ten characteristics of West Tennessee adult basic education personnel were examined in relation to whether they felt that the instructor did an excellent job. The results are presented in Table 5.

Sex.--Approximately 94 per cent of both sexes felt that the instructor did an excellent job (Table 5).

Age.--Approximately 97 per cent of those participants 35 years of age and older indicated that the instructor did an excellent job (Table 5). This declined to 91.2 per cent for those under 35.

Race.--About 94 per cent of both races felt that the instructor did an excellent job (Table 5).

TABLE 5.--The association of selected characteristics of adult basic education personnel and their reaction to the statement that the instructor did an excellent job

Characteristic	Reaction							
	Agree		Undecided		Disagree		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	72	94.7	3	3.9	1	1.4	76	100.0
Female	101	94.4	3	2.8	3	2.8	107	100.0
Age								
Less than 35	62	91.2	4	5.9	2	2.9	68	100.0
35 and over	110	97.3	1	0.9	2	1.8	113	100.0
Race								
White	75	93.8	3	3.7	2	2.5	80	100.0
Negro	89	94.7	3	3.2	2	2.1	94	100.0
Marital Status								
Single	25	96.2	0	0.0	1	3.8	26	100.0
Married	121	95.3	5	3.9	1	0.8	127	100.0
Divorced or Separated	17	85.4	1	5.3	1	5.3	19	100.0
Widowed	9	90.0	0	0.0	1	10.0	10	100.0
Degree Held								
Less than Master's	113	93.4	5	4.1	3	2.5	121	100.0
Master's or Higher	59	96.8	1	1.6	1	1.6	61	100.0

Teaching Experience in ABE								
Less than 1 academic year	55	94.8	1	1.7	2	3.5	58	100.0
1-2 academic years	32	88.9	3	8.3	1	2.8	36	100.0
More than 2 academic years	76	97.4	1	1.3	1	1.3	78	100.0
ABE Major Teaching Level								
I	22	91.6	1	4.2	1	4.2	24	100.0
II	21	84.0	2	8.0	2	38.0	25	100.0
III	65	98.5	0	0.0	1	1.5	66	100.0
Combination of Above	43	95.6	2	4.4	0	0.0	45	100.0
Supervisor	15	100.0	0	0.0	0	0.0	15	100.0
Number of Years Teaching in Public Schools Other than ABE								
Less than 10	68	91.9	4	5.4	2	2.7	74	100.0
10 or more	105	96.4	2	1.8	2	1.8	109	100.0
Experience Has Been In Primarily								
Elementary education	109	93.2	5	4.3	3	2.5	117	100.0
Secondary education	52	96.2	1	1.9	1	1.9	54	100.0
Workshop Attended								
Memphis State	88	91.7	5	5.2	3	3.1	96	100.0
Jackson State	85	97.8	1	1.1	1	1.1	87	100.0

Marital status.--As shown by Table 5, about 95 per cent of the single and married participants felt that the instructor did an excellent job. This declined to 90 per cent for those who were widowed and 85.4 per cent for those who were divorced or separated.

Degree held.--Almost 97 per cent of those participants who held a Master's Degree or higher indicated that the instructor did an excellent job. This declined to 93.4 per cent for those with less than a Master's Degree.

Teaching experience in ABE.--As evidenced by Table 5, 97.4 per cent of the participants who possessed more than 2 academic years of experience indicated that the instructor did an excellent job. This declined to 94.8 per cent for those with less than 1 academic year and 88.9 per cent for those with 1-2 academic years.

ABE major teaching level.--Table 5 points out that those participants whose ABE major teaching level was Level II indicated the lowest percentage of agreement (84) with the statement that the instructor did an excellent job. This percentage increased to 91.6 for those associated with Level I, 95.6 for "combination of the above," 98.5 for Level III, and 100 for supervisors.

Number of years teaching in public schools other than ABE.--About 96.4 per cent of those with 10 or more years of teaching other than ABE indicated that the instructor did an excellent job. This declined to 91.9 per cent for those with less than 10 years (Table 5).

Past experience has been in primarily.--Those participants whose past experience had been in primarily secondary education as opposed to elementary education indicated a slightly higher percentage

of agreement to the statement that the instructor did an excellent job as shown by Table 5 (96.2 to 93.2).

Workshop attended.--Table 5 shows that 97.8 per cent of the participants attending the Jackson workshop indicated that the instructor did an excellent job. This declined to 91.7 per cent for those attending the Memphis workshop.

Whether as a Result of the Workshop, They Now Felt That They Would Be Able to Perform Their Job More Satisfactorily

Ten characteristics of West Tennessee adult basic education personnel were examined in relation to whether they now felt that they would be able to perform their job more satisfactorily as a result of having attended the workshop. The results are presented in Table 6.

Sex.--Table 6 shows that about 82 per cent of both sexes felt that they would be able to perform their job more satisfactorily as a result of having attended the workshop.

Age.--Almost 88 per cent of the participants 35 years of age and over indicated that as a result of the workshop, they felt that they would be able to perform their job more satisfactorily (Table 6). This declined to 73.5 per cent for those less than 35.

Race.--As evidenced by Table 6, 89.4 per cent of the Negroes indicated that they would be able to perform their job more satisfactorily as a result of having attended the workshop. This declined to 73.5 per cent for whites.

Marital status.--Table 6 points out that 94.7 per cent of the divorced or separated participants indicated that they would be able to

TABLE 6.--The association of selected characteristics of adult basic education personnel and their reaction to the statement that as a result of the workshop, they now felt that they would be able to perform their job more satisfactorily

Characteristic	Degree of Interest							
	Agree		Undecided		Disagree		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	63	82.9	8	10.5	5	6.6	76	100.0
Female	87	81.3	9	8.4	11	10.3	107	100.0
Age								
Less than 35	50	73.5	10	14.7	8	11.8	68	100.0
35 and over	99	87.6	6	5.3	8	7.1	113	100.0
Race								
White	58	72.5	10	12.5	12	15.0	80	100.0
Negro	84	89.4	6	6.4	4	4.2	94	100.0
Marital Status								
Single	22	84.6	2	7.7	2	7.7	26	100.0
Married	102	80.3	15	11.8	10	7.9	127	100.0
Divorced or Separated	18	94.7	0	0.0	1	5.3	19	100.0
Widowed	7	70.0	0	0.0	3	30.0	10	100.0
Degree Held								
Less than Master's	97	80.2	12	9.9	12	9.9	121	100.0
Master's or Higher	52	85.2	5	8.2	4	6.6	61	100.0

Teaching Experience in ABE								
Less than 1 academic year	43	74.1	8	13.8	7	12.1	58	100.0
1-2 academic years	30	83.3	2	5.6	4	11.1	36	100.0
More than 2 academic years	67	85.9	6	7.7	5	6.4	78	100.0
ABE Major Teaching Level								
I	20	83.4	2	8.3	2	8.3	24	100.0
II	21	84.0	1	4.0	3	12.0	25	100.0
III	49	74.2	10	15.2	7	10.6	66	100.0
Combination of Above	40	88.9	4	8.9	1	2.2	45	100.0
Supervisor	14	93.3	0	0.0	1	6.7	15	100.0
Number of Years Teaching in Public Schools Other than ABE								
Less than 10	55	74.3	10	13.5	9	12.2	74	100.0
10 or more	95	87.2	7	6.4	7	6.4	109	100.0
Experience Has Been In Primarily								
Elementary education	98	83.8	10	8.5	9	7.7	117	100.0
Secondary education	41	75.9	6	11.1	7	13.0	54	100.0
Workshop Attended								
Memphis State	73	76.0	12	12.5	11	11.5	96	100.0
Jackson State	77	88.6	5	5.7	5	5.7	87	100.0

perform their job more satisfactorily. This declined to 84.6 per cent for those who were single, 80.3 per cent for those who were married, and 70 per cent for those who were widowed.

Degree held.--Persons possessing a Master's Degree or higher were slightly more inclined to indicate that the workshop would enable them to perform their job more satisfactorily than did those with less than a Master's Degree (85.2 per cent to 80.2 per cent).

Teaching experience in ABE.--As evidenced by Table 6, as the years of teaching experience in ABE increased, so did the tendency of the participants to agree that the workshop would enable them to perform their job more satisfactorily. The percentage of agreement was 74.1 for those with less than 1 year of experience, 83.3 for those with 1-2 years of experience, and 85.9 for those with more than 2 years.

ABE major teaching level.--Level III teachers indicated the lowest percentage of agreement (74.2) with the statement that the workshop would enable them to perform their job more satisfactorily (Table 6). This increased to 83.4 per cent for Level I teachers, 84 per cent for Level II teachers, 88.9 per cent for those teaching more than 1 level, and 93.3 per cent for the supervisors.

Number of years teaching in public schools other than ABE.--As the years of teaching experience other than ABE increased, so did the percentage of agreement with the statement that as a result of the workshop, they would be able to perform their job more satisfactorily (Table 6). Approximately 87.2 per cent of those with 10 or more years experience other than ABE agreed that this was true, while only 74.3 per cent of those with less than 10 years did likewise.

Experience has been in primarily.--Table 6 shows that those participants who indicated that their past experience had been in primarily elementary education as opposed to secondary education were more inclined to agree that the workshop would enable them to perform their job more satisfactorily (83.8 per cent to 75.9 per cent).

Workshop attended.--The participants attending the Jackson workshop were more inclined to agree that the workshop would enable them to perform their job more satisfactorily (Table 6). The percentage of agreement was 88.6 for Jackson and 76 per cent for Memphis.

Overall Rating of the Workshop

Ten characteristics of West Tennessee adult basic education personnel were examined in relation to their overall rating of the workshop. The results are presented in Table 7.

Sex.--Males were slightly inclined to rate the workshop higher than were females (Table 7). Approximately 83 per cent of the males rated it high as opposed to 75.7 per cent of the females.

Age.--About 84 per cent of the participants 35 years of age and over rated the workshop high, while only 70.6 per cent of those less than 35 did likewise (Table 7).

Race.--A striking difference was noted between the rating of the workshop and the race of the participants (Table 7). Approximately 91.4 per cent of the Negroes rated it high, while only 65 per cent of the whites did the same.

Marital status.--Table 7 shows that 100 per cent of the participants who were divorced or separated rated the workshop high. This declined to 78 per cent for those who were married, 70 per cent

TABLE 7.--The association of selected characteristics of adult basic education personnel and their overall rating of the workshop

Characteristic	Rating						Total	
	Low		Medium		High			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Sex								
Male	6	7.9	7	9.2	63	82.9	76	100.0
Female	7	6.5	19	17.8	81	75.7	107	100.0
Age								
Less than 35	7	10.3	13	19.1	48	70.6	68	100.0
35 and over	6	5.3	12	10.6	95	84.1	113	100.0
Race								
White	9	11.2	19	23.8	52	65.0	80	100.0
Negro	4	4.3	4	4.3	86	91.4	94	100.0
Marital Status								
Single	4	15.4	4	15.4	18	69.2	26	100.0
Married	8	6.3	20	15.7	99	78.0	127	100.0
Divorced or Separated	0	0.0	0	0.0	19	100.0	19	100.0
Widowed	1	10.0	2	20.0	7	70.0	10	100.0
Degree Held								
Less than Master's	8	6.6	19	15.7	94	77.7	121	100.0
Master's or Higher	5	8.2	7	11.5	49	80.3	61	100.0

Teaching Experience in ABE								
Less than 1 academic year	7	12.1	12	20.7	39	67.2	58	100.0
1-2 academic years	1	2.8	4	11.1	31	86.1	36	100.0
More than 2 academic years	5	6.4	9	11.5	64	82.1	78	100.0
ABE Major Teaching Level								
I	1	4.2	2	8.3	21	87.5	24	100.0
II	3	12.0	2	8.0	20	80.0	25	100.0
III	5	7.6	14	21.2	47	71.2	66	100.0
Combination of Above	3	6.7	6	13.3	36	80.0	45	100.0
Supervisor	0	0.0	0	0.0	15	100.0	15	100.0
Number of Years Teaching in Public Schools Other than ABE								
Less than 10	9	12.2	14	18.9	51	68.9	74	100.0
10 or more	4	3.7	12	11.0	93	85.3	109	100.0
Workshop Attended								
Memphis State	10	10.4	20	20.8	66	68.8	96	100.0
Jackson State	3	3.4	6	6.9	78	89.7	87	100.0
Experience Has Been In Primarily								
Elementary education	8	6.8	17	14.5	92	78.7	117	100.0
Secondary education	5	9.3	8	14.8	41	75.9	54	100.0

for those who were widowed, and 69.2 per cent for those who were single.

Degree held.--Table 7 points out that there was little difference between the degree held by the participants and their overall rating of the workshop. Close to 80 per cent of both groups rated it high.

Teaching experience in ABE.--Those participants with more than 1 year of experience in ABE were more inclined to rate the workshop high than were those with less than 1 year (Table 7). The respective percentages were around 84 per cent for the former and 67.2 per cent for the latter.

ABE major teaching level.--As indicated by Table 7, 100 per cent of the supervisors rated the workshop high. This declined to 87.5 per cent for Level I teachers, 80 per cent for Level II teachers and those teaching a combination of more than 1 level, and 71.2 per cent for those teaching Level III.

Number of years teaching in public schools other than ABE.--As noted in Table 7, 85.3 per cent of the participants with 10 or more years of teaching experience other than ABE rated the workshop high. This declined to 68.9 per cent for those with less than 10 years.

Experience has been in primarily.--No major difference was found between the participants whose past experience had been in elementary or secondary education and their overall rating of the workshop (Table 7). About 77 per cent of both groups rated it high.

Workshop attended.--Table 7 shows that 89.7 per cent of the participants attending the Jackson workshop rated it high as opposed to only 68.8 per cent of those attending the Memphis workshop.

Degree of Value Ascribed to the Workshop as Measured by the Kropp-Verner Scale

Ten characteristics of West Tennessee adult basic education personnel were examined relative to the value ascribed to the workshop as measured by the Kropp-Verner Scale.[1] The results are presented in Table 8.

Sex.--Table 8 shows that females indicated that the workshop had a higher degree of value than did males (57 per cent compared to 40.8 per cent).

Age.--As shown by Table 8, 56.6 per cent of the participants 35 years of age and over indicated that the value of the workshop was very high as opposed to 39.7 per cent of those under 35.

Race.--Approximately 64 per cent of the Negroes indicated that the workshop had a very high degree of value, while only 35 per cent of the whites did likewise (Table 8).

Marital status.--Table 8 points out that 73.7 per cent of those participants who were divorced or separated indicated a very high degree of value relative to the workshop. This declined to 60 per cent for those who were widowed, 53.8 per cent for those who were single, and 44.9 per cent for those who were married.

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[1] Due to the high rating received as measured by this scale, a decision was made to divide the scores into two relatively equal groups and term one high and the other very high.

TABLE 8.--The association of selected characteristics of adult basic education personnel and the degree of value ascribed to the workshop as measured by the Kropp-Verner scale

Characteristic	Degree of Value					
	Very High		High		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Sex						
Male	31	40.8	45	59.2	76	100.0
Female	61	57.0	46	43.0	107	100.0
Age						
Less than 35	27	39.7	41	60.3	68	100.0
35 and over	64	56.6	49	43.4	113	100.0
Race						
White	28	35.0	52	65.0	80	100.0
Negro	60	63.8	34	36.2	94	100.0
Marital Status						
Single	14	53.8	12	46.2	26	100.0
Married	57	44.9	70	55.1	127	100.0
Divorced or Separated	14	73.7	5	26.3	19	100.0
Widowed	6	60.0	4	40.0	10	100.0
Degree Held						
Less than Master's	62	51.2	59	48.8	121	100.0
Master's or Higher	29	47.5	32	52.5	61	100.0

Teaching Experience in ABE						
Less than 1 academic year	16	27.6	42	72.4	58	100.0
1-2 academic years	18	50.0	18	50.0	36	100.0
More than 2 academic years	53	67.9	25	32.1	78	100.0
ABE Major Teaching Level						
I	16	66.7	8	33.3	24	100.0
II	17	68.0	8	32.0	25	100.0
III	30	45.5	36	54.5	66	100.0
Combination of Above	18	40.0	27	60.0	45	100.0
Supervisor	10	66.7	5	33.3	15	100.0
Number of Years Teaching in Public Schools Other than ABE						
Less than 10	29	39.2	45	60.8	74	100.0
10 or more	63	57.8	46	42.2	109	100.0
Experience Has Been In Primarily						
Elementary education	64	54.7	53	45.3	117	100.0
Secondary education	20	37.0	34	63.0	54	100.0
Workshop Attended						
Memphis State	49	51.0	47	49.0	96	100.0
Jackson State	43	49.4	44	50.6	87	100.0

Degree held.--Very little difference was found between the degree held by the participants and the degree of value they felt the workshop had (Table 8). Those with less than a Master's Degree tended to rate it slightly higher than those with a Master's Degree or higher (51.2 per cent to 47.5 per cent).

Teaching experience in ABE.--As noted in Table 8, as the years of teaching experience of the participants increased, so did the stated degree of value. Only 27.6 per cent of those with less than 1 year of experience indicated a very high degree of value for the workshop. This increased to 50 per cent for those with 1-2 years experience and 67.9 per cent for hose with more than 2 years experience.

ABE major teaching level.--Table 8 shows that approximately 67 per cent of Levels I and II teachers and the supervisors indicated a very high degree of value for the workshop. This dropped to 45.5 per cent for Level III teachers and 40 per cent for those who taught a combination of two or more of the 3 levels.

Number of years teaching in public schools other than ABE.--Table 8 indicated that the more years of teaching experience other than ABE possessed by the participants, the more inclined they were to indicate a very high value for the workshop. Only 39.2 per cent of those with less than 10 years of experience other than ABE indicated a very high degree of value as compared with 57.8 per cent of those with 10 or more years.

Experience has been in primarily.--Almost 55 per cent of the participants whose past experience had been in elementary education indicated a very high value for the workshop. This declined 37 per cent

for those whose past experience was in secondary education.

Workshop attended.--As noted in Table 8, both workshop groups indicated about 50 per cent agreement that the program had a very high degree of value.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Background

The purpose of this study was to ascertain the overall effectiveness of the training given to West Tennessee adult basic education personnel concerning the creation of effective learning experiences in the adult classroom. This training was given at Memphis State University, November 21, 1969, for Shelby County personnel and was repeated November 22, 1969, at Jackson State Community College for the rest of West Tennessee.

Methodology

The data used in this study were obtained from the 183 persons attending the workshop. A questionnaire was developed to obtain the information needed. This was supplemented by the use of the Kropp-Verner Attitude Scale for measuring the success of training sessions. The data were analyzed using the facilities of the Memphis State University Computer Center.

Originally, the writers had planned to examine statistical association between variables using the chi-square test of association. However, due to the number of low cell frequencies, the validity of the test was subject to question. Therefore, a decision was made to delete this technique from the study. Based on this decision, the hypotheses were also eliminated since their tenability could not be determined.

Findings

Item Data

In general, West Tennessee adult basic education personnel indicated that:

1. The workshop answered questions that concerned them relative to teaching adults (98.5 per cent).
2. The information and techniques presented would be useful to them in the classroom (87.4 per cent).
3. The instructor did an excellent job (94.5 per cent).
4. As a result of the workshop, they felt that they would now be able to perform their job more satisfactorily (81.9 per cent).
5. Their overall rating for the workshop was high or very high (78.7 per cent).

Comparison of Selected Item Data with Other Variables

The following summary is offered in regard to the tables presented in Chapter III. In the absence of a statistical test of significance, these findings will be based purely on the groups receiving the highest percentages of agreement.

1. In general, there appeared to be very little difference between the sex of the participants and their ratings of the workshop. Males, however, tended to rate it a little higher than females.
2. Participants 35 years of age and older rated the program higher than did those less than 35.
3. Negroes rated the program substantially higher than did whites.
4. No clear cut trend emerged in regards to marital status.
5. There appeared to be little difference in the ratings of the program as expressed by the participants and whether they possessed a Master's Degree or higher or less than a Master's Degree.

6. While it lacked consistency, there appeared to be a tendency for the positive ratings of the program to increase as the number of years of teaching experience in adult basic education possessed by the participants increased.

7. No trend emerged relative to the major teaching level of the participants.

8. As the number of years of teaching in public schools other than adult basic education increased, so did the value of the workshop as expressed by the participants. Generally speaking, those with 10 or more years of this experience tended to rate the program substantially higher than those with less than 10 years.

9. Very little difference was noted between the stated value of the program and whether their past experience had been in elementary of secondary education. However, elementary teachers tended to rate it slightly higher than secondary teachers.

10. In general, the participants attending the Jackson workshop tended to rate the program higher than did those attending the Memphis workshop.

Conclusions

Based on the data presented in this study, the writers would conclude that the program was very successful in terms of participant satisfaction. The responses to the evaluation were so heavily skewed to the positive side that the statistical technique for determining significant differences had to be eliminated.

Supporting this conclusion also was the overall rating of the program as measured by the Kropp-Verner Evaluation Scale. This scale has a potential most positive value of 1.13 and most negative value of 10.89, with a median value of 6.02. With this as a base from which to judge, the overall weighted mean of the value given by the participants was 3.64, which is well on the positive side of the median.

Further supporting this conclusion are the written comments in the Appendices.

APPENDICES

APPENDIX A

STRENGTHS OF THE WORKSHOP
AS IDENTIFIED BY THE PARTICIPANTS

Memphis

1. It seemed to move along and cover a lot of problem areas.
2. Miss Kielty was excellent, enthusiastic, well prepared, etc. (20 responses of this type).
3. Fellowship with other teachers.
4. The demonstration itself--by showing ingenuity, techniques, methods, materials, etc. (5 responses of this type).
5. Watching a teacher perform in actual circumstances.
6. Program was well planned, informative, interesting, entertaining, etc. (19 responses of this type).
7. Very resourceful.
8. Presentation of classroom procedures used in multi-level situations (14 responses of this type).
9. Practical application used in consumer education (2 responses of this type).
10. Human approach.
11. Very down to earth and easily adaptable to my own situation.
12. Time was used wisely.
13. Individual instruction in such a way that all of the students felt as if they were part of the class.
14. Lesson plans.
15. Personal relationships.
16. Presented well and covered items pertinent to adult education.
17. Question and answer session (2 responses of this type).
18. Provided real experiences.
19. Emphasized importance of personal relations.

Jackson

1. Miss Kielty was excellent, enthusiastic, well prepared, etc. (21 responses of this type).

2. It provided an opportunity for the teachers to see that provisions can be made for all students.

3. Demonstration was excellent; provided information useful on the job (10 responses of this type).

4. The overall program was the best I have attended (8 responses of this type).

5. The introduction of new techniques.

6. Realistic situation in the sense that each person in a class is an individual.

7. Very good presentation of reading, English, and spelling subjects. Very good ideas expressed concerning the psychology involved in adult education.

8. Time alloted for supervisors to meet (2 responses of this type).

9. Practical application of everyday experiences (2 responses of this type).

10. Helped me to compare my work in comparison with others to my satisfaction.

11. Many questions were answered that I wanted to know.

12. Teaching all three levels together (8 responses of this type).

13. Emphasized the individual needs of each student.

14. Program was well planned, informative, interesting, etc. (5 responses of this type).

APPENDIX B

WEAKNESSES OF THE WORKSHOP
AS IDENTIFIED BY THE PARTICIPANTS

Memphis

1. There were no weaknesses (16 responses of this type).
2. Too general.
3. Too elementary (11 responses of this type).
4. Sound problems (2 responses of this type).
5. Physical stage arrangement was not satisfactory due to lack of space.
6. I feel that the students should have been true Level I, Level II, and Level III students.
7. I do not feel that the workshop was applicable to my teaching situation (3 responses of this type).
8. Not enough time (4 responses of this type).
9. Wrong time (3 responses of this type).
10. I did not agree with the subject chosen. I would have preferred a dmonstration in English or math.
11. Not exactly thorough in my teaching areas--math, English, history, science, and reading.
12. Not varied enough.
13. Materials were not from books that we use (3 responses of this type).
14. Too much lecturing by instructor.
15. Friday is a good day but not pay-day Friday.
16. Audience did not always relate to the role-playing.
17. I wanted to see all three levels being taught realistically. For example, percentages, fractions, addition, and subtraction all being taught at the same time.
18. Demonstration too long; I lost interest.
19. It moved a little slow at first.

1. There were no weaknesses (5 responses of this type).
2. Lack of time (13 responses of this type).
3. Too far away from where I live.
4. Need smaller groups (2 responses of this type).
5. It should have been held earlier or nearer to the beginning of the teaching year--August or early September.
6. The failure to present ideas and methods in teaching subjects such as science and mathematics.
7. Wrong time (2 responses of this type).
8. Group too large.
9. Not enough class involvement.
10. Preparation on part of group).
11. I do not think that a supermarket would be an ideal example by which to teach adults.
12. All did not get a chance to participate in the role-playing.
13. Lack of space.

APPENDIX C

CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM

Margaret Kielty
Director of Adult Education
Boston, Massachusetts

Teaching is not only a science but it is an art. Teaching adult basic education may well be described as a human relations science and a creative art. There is a large body of knowledge about teaching, which has been reaped from intensive research and experience. But the application of this knowledge to adult learning experiences requires not only the creative but the sensitive touch of an artist.

Adults who lack basic education skills are usually deficient in many other facets of life. Many are insecure as job holders because they lack the simple educational skills necessary to perform their work functions. They shy from the civic and social life of the community because of their feeling of inadequacy. They lack knowledge in relation to their community, their safety, their health, and their responsibilities. Therefore, it is difficult for them to function as happy, contributing members of their community, state, and nation.

You, as teachers of adult basic education, have the responsibility to seek out the elements of successful teaching in order to assist these students in the acquisition of educational skills that will enable them to become more productive members of society.

Malcolm Knowles, Professor of Adult Education at Boston University, in his book, Informal Adult Education, stated that, "Teaching adults is

rich in rewards for people with imagination and initiative. Every teacher can, if he wants, strike out on new paths with very good chance of striking gold. He need not be limited by a set of rules. Our conception of what teaching is grows out of what learning is. Learning is something that takes place within the learner and is personal to him--an essential part of his development. It takes place when an individual feels a need, exerts an effort to meet the need, and experiences satisfaction as a result of his effort. The things learned then become part of him."

Today, as we think together about creating an effective learning experience in the adult classroom, my approach might be termed a "thinking out loud" or "brainstorming" process in order to put forth as many ideas as possible about what adult basic education teachers should strive for to bring about a maximum learning experience for their clientele.

The Creation of an Informal Classroom Climate

The informal classroom climate is vital for the comfort of the adult student. Adults are different from children. They are considered a "voluntary" rather than a "captive" audience. Consequently, cooperativeness and friendship are meaningful elements throughout the entire teaching experience. One way of accomplishing this is for you as a teacher to learn your students' names and be sure that they, in turn, know your name as well as the other students' names.

Skills and Attitudes of the Teacher

The effective teacher must be informal but, at the same time, dignified. The teacher should be patient and understanding, broadminded

and tolerant, and knowledgeable and patient. The success of the group will depend on the teacher's skill in creating a true and helpful learning experience for the students; ability to obtain responsiveness or rapport; and capacity for sharing, with the students, their anxieties, frustrations, experiences, ambitions, problems, and successes.

Respect for the Individual Student

How important it is in the adult basic education classroom for the student to experience a feeling of security. The dignity and personal worth of each student should be recognized and respected by the teacher and class members. The students will sense this respect if the teacher knows their names and gives them the title of Mr., Mrs., Miss, etc. Each must feel welcome in the class and feel that he has a contribution to make to the entire group. A sense of "belongingness" in the classroom might be stimulated by providing an opportunity during each lesson for each student to participate. The students come to school with certain feelings of anxiety. They are insecure, especially when they are exposed to other class members. "What will they think of me" is often the threat that runs through their minds. The students are no different from you as a teacher in this respect--they have fears, worries, and anxieties. The effective teacher needs teaching skills but must also possess a fundamental knowledge of and skill in human relations to help students dispel their lack of self-confidence and obtain a feeling of self-esteem in the classroom.

Identification of Needs and Interests of the Students

Each student has his own personal needs, problems, and interests as he enters the classroom. Since the student will probably be reticent and timid about expressing his needs and interests, the teacher must develop the skill of "drawing these out." Talking with a student informally before class or getting him to express a few brief statements about himself orally, or in writing if he is able to write at this level, will assist the teaching in discovering his needs and interests. But you, as a teacher, must wait patiently until the student is ready to express himself.

Physical Arrangement of Classroom

The physical arrangement of the classroom has a direct bearing on the effectiveness of a learning experience. Is the room attractive? Is the lighting and ventilation adequate? Does the room allow facilities and space for the teacher to arrange necessary groups of students? Is it free from noise and other distractions?

Psychology of Approach

In adult basic education classes, it is most essential that the students be treated as adults. They come to class with a variety of life experiences in spite of a lack of education. A basic principle in the psychology of adult learning is that "students do not learn as the result of what teachers do, but as a result of what teachers get them to do. This implies active involvement.

Motivation is one of the most important elements of learning. Motivation may be obtained by the teacher's efforts to meet the student's need for security, need for new experience, need for recognition, need for self-respect, and his need to help others. The student may also be motivated if a three-way communication pattern is developed--communication between teacher and student, between student and teacher, and between student and student.

The adult basic education student "needs a sense of supportiveness" in the learning process. Individual differences exist among students. No two people learn at the same rate. If the teacher recognizes these differences and plans the teaching procedure so that each student is guided toward maximum learning within his own capabilities, the student will sense this important element of supportiveness. It is also important to praise and commend the student's work or contributions. Praise is an effective way of boosting self-confidence.

Image of the Teacher

As teachers, we should glance at ourselves in the "looking glass," so to speak, and attempt to determine the image that we create in the classroom. Let us ask such questions as these:

1. Is my classroom pleasing?
2. Is my manner friendly but dignified?
3. Do I smile?
4. Do I radiate enthusiasm?
5. Am I on time for my classes?
6. Do I speak distinctly and clearly?
7. Do I come to class prepared with teaching materials and skills?
8. Do I really enjoy teaching adults?
9. Do I stand on my feet and move around when I teach?
10. Do I give the students a chance to talk or do I do all the talking?
11. Do I make learning an exciting experience for each one of my students?

12. Do I earn the respect of students?
13. Do I make an effort to meet the needs and interests of each individual student?
14. Do I give equal attention to each student?
15. Do I have a sense of humor?
16. Am I patient, optimistic, creative, understanding, vital, energetic, flexible, versatile?
17. Do I have true teaching skills?

Teaching Procedure

The teacher of adult basic education should possess a firm foundation in the skills of teaching language arts, mathematics, and science and should also possess the ability to relate these to the problems of everyday living in order to help the students to become more effective and responsible employees, homemakers, parents, citizens, and happier, more fulfilled human beings.

The class session should be varied so that no student knows in advance exactly what routine the teacher will follow. Doing the same thing over and over or following the same procedure session after session can become very boring for the student.

The effective teacher should possess such a variety of teaching techniques that drill and repetition may be provided without ever becoming monotonous. For example, new words introduced for the reading lesson may be taught while they are on the blackboard. Further drill may be provided by distributing the words on flashcards and asking the students to use the words in statements; placing the words of a statement in jumbled order and having the students reassemble them in correct order; reading the same words from a newspaper, where the words have been underlined by the teacher or where the teacher asks the students to underline them; projecting the words on a screen with an overhead projector, etc.

There will always be excitement and enthusiasm on the part of the students if the teacher is creative and introduces an element of surprise into every lesson. This may be a word game, a puzzle, a guessing game, etc. To keep teaching varied, the teacher must be equipped with many teaching devices and must "dare to be different" in trying new ideas that come to mind. The teacher should strive for creativity and imagination in developing teaching techniques that will be effective in the adult basic education classroom.

Multi-Level Classes

Since students will represent varying levels of achievement in speaking, listening, reading, and writing, the alert teacher will provide for these differences in the planning of lesson presentations and materials.

Group work should be planned to provide for individual differences. The creative teacher can plan the lesson material at different levels and, at the same time, establish an atmosphere of unity in the classroom. The same subject matter may be prepared at varying levels of difficulty, and the students brought together as a unit at different stages of the teaching procedure. For example, the students may be brought together during the first five minutes of class for a discussion of current events, and questions may be asked with varying degrees of difficulty in vocabulary--the more advanced questions being directed to the more advanced students and the more simple questions to the less advanced ones. The students may also be brought together for word attack drills by placing three lists of words on the chalkboard or on wall charts and each group being allowed to work at its own level of difficulty, with the teacher moving from one group to another. Groups may also be assembled for practive in writing

at each group's level of difficulty.

The teacher must be equipped with much more teaching material when faced with a multi-level class. A variety of seat-work should be prepared so that when the teacher is working orally with one group, the other groups may concentrate on sentence building, writin, or some other activity.

The population of the groups will change from time to time as students are moved into another group because of their progress. Grouping should be a flexible arrangement, and students should be moved from one group to another when it seems advisable. No student should be expected to work beyond his ability, and no student should be expected to work below his learning level.

Again, group work will require more preparation of materials on the part of the teacher, but the teaching experience will be more satisfying, both to the teacher and to the students. The teacher must be prepared with varying levels of work sheets and teaching devices to keep all group members working meaningfully.

In addition to group work, the teacher may also find a need for individual instruction. Frequently, there may be students who cannot be combined in a group because of their variance in learning levels. Individual instruction may also be necessary to bring a student up to the level of a particular group if he lags behind or enters the class after the others have made some progress. The skilled teacher, who has provided written work for all other students, may help the individual student who needs it by asking him review questions, helping him with reading, or giving him individual assistance in writing.

Lesson Plant--Time Allotment

The preparation for the teaching of every lesson should include a detailed lesson plan by the teacher. This plan should include the subject of the lesson, the aims of the lesson, and full details about the vocabulary to be presented before the introduction of the reading material. It should also specify the various devices to be used for conducting oral and silent reading; questions for testing the comprehension of the reading material; word attack skills to be developed; words to be introduced for spelling; writing suggestions; suggestions for the opening and closing periods of the class, etc.

It is also important for the teacher to map out a time allowment for each special portion of the lesson so that the teaching program will not become unbalanced by spending too much time on one part at the expense of other parts.

A lesson plan and time program are to be used as guides but must be flexible and subject to change if necessary. No teacher should be a slave to any lesson plan or time program, but both should serve as basic guides for the effective teaching of a lesson.[1]

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[1]At this point, Miss Kielty conducted a role-playing demonstration involving the teaching of the three levels of adult basic education students at the same time. This lasted for an hour; however, no portion of the dialogue will be included in this presentation (Dutton and Moss).

Instructional Materials, Techniques, and Devices

Following is a list of instructional materials, techniques, and devices needed for teaching adult basic education students, and each teacher should augment this list with new ideas and new materials:

1. Textbooks: Should be especially written for adults.

2. Programmed texts and materials.

3. Audio-visual aids: If audio-visual aids are not available in the school center, teacher should devise portable and temporary equipment such as flannel boards, charts, etc.

   a) Overhead, slide, opaque and film projectors.
   b) Radio and television.
   c) Tape recordings.
   d) Phonograph recordings.
   e) Picture posters, maps, charts, etc.
   f) Chalkboard.
   g) Flannel board: A board or large card covered with flanned to which small cards, backed with flannel, will adhere. Cards may contain words or pictures to build up units or summarize.
   h) Bulletin boards: For current events, pictures, announcements.
   i) Field trips: Libraries, museums, industries, government centers.
   j) Relia (real objects).

4. Creative teaching devices:

   a) Pocket charts: Into which students may slip words or pictures.
   b) Experience cards: Students develop short statements about a personal or group experience.
   c) Games (guessing games).
   d) Dramatization of material presented in reading lesson.
   e) Flash cards.
   f) Multiple choice statements.
   g) Matching words with pictures, etc.

Student Retention

One of the best methods to achieve student retention is good teaching. The student will decide quickly whether or not the teacher is

doing a good job, has prepared the lesson, knows his subject matter, understands his students, and presents material based on student needs and interests.

The student must acquire a sense of success and achievement. This calls for reassurance on the part of the teacher by praising and recognizing the student's progress.

The teacher should be aware of and recognize some of the danger signals of the potential drop-out and try to tactfully overcome these factors. There is the non-participant, the overly talkative, the slow student, the nervous or fidgety student, etc.

The students must be involved in the planning process. This might begin with their planning a coffee hour, social, or holiday program.

A teacher should look inward and seriously examine himself as to whether ot not he has given his students a reason to return to class. It is well to allot ample time during the closing period of a teaching session to stimulate the interest of the students in the next session. Make this so exciting that they will not want to miss it.

Certificates of attendance stimulate attendance, and students may be encouraged to work for a "perfect attendance certificate." Attendance charts, posted in the classroom and on which the students themselves record their attendance, is a good device.

The telephone, personal visits, or letters from the teacher may help to bring absentees back to class. If the period of absenteeism becomes too long, the student may lose his desire to return or he may be embarrassed about returning. Teachers should know why their students dropped out. There are instances over which the teacher has no control, but the good teacher finds out "WHY."

Keeping Up-To Date

There are many ways through which the teacher may keep abreast of new teaching techniques and materials so that he may develop new approaches and new ways of doing things. Some of these ways are as follows:

1. Visit other adult basic education classes to see how other teachers conduct a class.
2. Talk to consultants and experts in the field of adult basic education.
3. Attend conferences on adult basic education.
4. Consult with directors of audio-visual education in your school to obtain new ideas about the use of these aids.
5. Subscribe to "TECHNIQUES," published by the National Association for Public School Adult Education, 1201 Sixteenth Street, Washington, D. C.
6. Read education journals. Teaching techniques for use in other situations may often be re-adapted for use with adults.
7. Become better informed on material that is suitable for classroom use, such as information on social security, community agencies, etc.

Evaluation of Adult Basic Education Materials

The effective teacher takes time to examine and evaluate the materials available for use in his classroom. He does not use any material just because it is readily available, but he gives serious thought to determining whether or not the material will really help his students.

Some of the best material used in the adult basic education classroom is the material prepared by the individual teacher. Materials prepared by the teacher are prepared especially for the group being

taught and are usually an outcome of the needs and interests of the students. Questions to ask yourself in evaluating materials are as follows:

1. What kind of adult is to use the material?
2. For what purposes are the materials to be used?
3. What effectiveness can I see in the materials for the students with whom I plan to use them?

Teacher's Self Appraisal

Periodically, the teacher should take time to examine his own ability to ascertain what kind of a job he is doing. The teacher should give further thought to the elements of teaching adults. He might want to reflect on the following questions:

1. What kind of an atmosphere for learning have I created in my classroom?
2. What is my image as a teacher of adult basic education?
3. Where on the rating scale would I place myself for a knowledge and use of good teaching procedure?[2]
4. What is my psychology of approach to adults as students?
5. How do I rate in regard to student retention in my class?
6. What is my philosophy as a teacher of adult basic education?

Questions and Answers

Now that my presentation has concluded and the role-playing demonstration is over, I would be glad to entertain questions. If you disagree with anything that I said, do not be afraid to challenge me.

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[2]See Appendix D

QUESTION: This is not a question but rather a request for you to explain the white sheets a little more.

ANSWER: If you remember, when I talked about Level I at the beginning, I stated that this was not their first night in school. They could read some words like supermarket, orange, ham,and potatoes, and they could write their names and addresses. I would not expect them to be able to write "store," for example, from memory; therefore, they could copy it from the white sheet. Now to prove that they could write their names and addresses, here are their envelopes that they addressed to themselves. Look how interesting this one is--great big letter, typically illiterate.

QUESTION: Why did you choose consumer education as a topic?

ANSWER: I do not know how you feel about it in Tennessee, but in many states they feel that consumer education is an important phase to include. Because these people have to go to the store, this makes the subject matter relevant to their everyday problems. In the national curriculum for adult basic education, it is an important phase. Also, I was requested to use it as the topic for the demonstration here tonight.

QUESTION: Would you call your students by their first names?

ANSWER: I am glad you asked that question. Now, this is a personal feeling. Do you remember what I said about having your class informal but dignified? All right, this is the way I feel. If you happen to be of venerable age as I am, I would not hesitate to call them by their first names. But if I were a young thing, I would be rather hesitant. In other words, I do not like to see a teacher in her twenties calling a man in his fifties Sam or Joe. I personally prefer the Mr., Mrs., or Miss. They have a great deal of respect for the teacher, and this respect

might be increased by giving a title of respect when addressing them. It just might be that never in the student's life has anyone respected his dignity sufficiently to give him the title of Mister. I would say that it is not a "must" one way or the other, but I personally prefer the title of respect.

QUESTION: What would you have done if Group III had objected to making out a grocery list?

ANSWER: I think I would have asked them what else they wanted to do tonight. Would you like to write a note inviting someone to dinner? I would not force it upon them. I was conducting a role-play some time ago and the teachers who were role-playing evidently did not understand their role. They acted more like children. They broke the pencils and mixed all the materials. I said my name is Miss Kielty, and I began asking their names. Some of them had recently been to a course on sensitivity training. One of the teachers said, "I do not think that it is any of your business what my name is." I said that's perfectly all right. If you do not feel like telling us what you name is now, maybe you will later. I did not make an issue out of it.

So as I stated previously, I would not force them but try some substitute. If you force them, you are going to have drop outs. I would still try to get a shopping list, but I would try to do it in a tactful way. If they still objected, I would let them do something else. You just learn to meet the challenge as it comes.

QUESTION: What do you do with the student in Level II that really should be in Level I but does not want to go there?

ANSWER: You might try letting him sit at the fringe of Level II

so that he could easily be involved with Level I. If you leave him in Level II, sooner or later he is going to drop out.

QUESTION: How do you handle a person who monopolizes the session all the time by answering questions as soon as they are asked?

ANSWER: You have to handle that tactfully. You usually have one in every class that is faster than the others. Did any of you notice anything I said during the demonstration where I was trying not to let that happen? I held up a flash card, and I asked them all to think of a statement. Then, I called on a specific person to give it. Something like this will be a big help.

QUESTION: What kind of test do you use for the placement of students?

ANSWER: We do not use formal testing. If your school system requires you to test, then you do it. But with this particular group, I did not feel that it was necessary. We test them informally. We try not to let the students know they are being tested.

QUESTION: What do you do with a person who says that he is having trouble with his eyes?

ANSWER: If you know of a resource that could help him, then tell him. Now, the person that you were referring to tonight, I am not sure that he was really having trouble with his eyes. The thing that made me suspicious was that he wrote very well. Anyway, when an adult has eye trouble, it does not necessarily mean that the teacher has got to go out and get him some glasses.

Conclusion

Let me say that the role-players were excellent and that everyone I have met in Tennessee has been so nice to me. In conclusion, in a recent academy award presentation, "A Man For All Seasons," Thomas Moore addressed a young man and said, "Rich, be a teacher. Be a good one." And Rich asked back, "Who will know?" And the answer was "God will know, your students will know, you will know--not a bad public, you know."

APPENDIX D

This is a store.

This is a Market.

This store is a
Supermarket.

A man is in the
Supermarket.

A woman is in the
Supermarket.

A girl is in the
supermarket

The woman gets bread,
Oranges, ham,
and potatoes in
the Supermarket.

* * * * * * * * * * * * *

My name is_____.

I live at_____Street.

My city is _____.

My state is_____.

I get bread and potatoes at the_____.

SHOPPING AT THE SUPER MARKET

Joe Smith and his wife go shopping every Thursday night. They go to the large super market to buy food for their family. The super market is open until nine o'clock on Thursday evenings.

Mr. and Mrs. Smith have five children. Before they go to the super market, Mrs. Smith makes a list of the groceries, meats, fruits, vegetables, household supplies, and other items needed for the family.

Mr. and Mrs. Smith made a special list this week because there will be a family dinner. It will be an Anniversary dinner. Mrs. Smith's parents will come for the Anniversary dinner.

Mr. and Mrs. Smith bought a large turkey. The man at the meat counter helped them to select a large fresh turkey so they would have plenty of turkey for everyone.

Other things that Mrs. Smith had on the list for the Anniversary dinner were:

potatoes	oranges	grapes	tea
onions	bananas	bread	milk
squash	apples	eggs	butter
cranberry sauce	canned fruit	coffee	ice cream

Mr. Smith noticed that the super market had a special sale of oranges so he and Mrs. Smith bought two dozen oranges. The children like oranges. Mrs. Smith plans to get some apples to make apple pies for the anniversary dinner.

Mr. and Mrs. Smith took all of the food to the check-out counter. The cashier added up all of the prices of the different items. Mr. Smith asked the cashier if he could cash his pay check because the food order was larger this week and he did not have enough cash in his wallet. The cashier told Mr. Smith to go to the office and the manager would cash his check.

As Mrs. Smith waited for Mr. Smith to go to the office to have the manager cash his check, she thought of the happy time they would have at the Anniversary dinner. They would have plenty of food and the prices at the super market were good.

* * * * * * * * * * * * * * *

Mr. and Mrs. Smith go shopping every_____night.

They go to the super market to buy_____for their family.

The super market is open until nine_____every Thursday night.

Mr. and Mrs. Smith have five _____.

Mrs. Smith makes a_____of the things she needs.

They bought a_____turkey at the_____counter.

They will have a_____Anniversary dinner.

Mrs. Smith's parents will come for_____on the day of the Anniversary.

FILL IN THE CORRECT WORD:

It is important to make out a list of the food and_____you need before you go to the store.

Many people buy a box or _____on a store shelf because it looks good.

It pays to_____different brands of the same food item on the basis of cost and quantity.

You can save a lot of money if you keep your eye open for_____.

Two boxes or cans that seem to be the same size may really have a different_____of food inside.

You should always read the_____to see how much food is really inside the container.

Don't buy something that is on sale as a special just because it is on sale, unless it is something you really_____.

Write out your list for the super market:

A TEACHER'S SELF APPRAISAL

Atmosphere for Learning

Do I know the names of my students?
Do my students experience a feeling of being welcome?
Is there a genuine feeling of cooperation between teacher and student?
Is the classroom attractive, well lighted and comfortable?
Are the students properly grouped according to learning levels?
Am I constantly alert to any necessity for re-grouping students?
Do I keep all of the students busy all of the time?
Do I create an atmosphere that "We are going to learn something worthwhile in class?"

Image of the Teacher

Am I interested in each individual student's needs and responses?
Do I speak clearly and distinctly?
Is my classroom appearance pleasing?
Do I smile?
Do I earn the respect of my students?
Do I make learning an exciting experience?
Am I on time for my classes?
Do I radiate enthusiasm?
Do I really enjoy teaching adults?
How do I endeavor to make myself a more effective teacher?

Teaching Procedures

Do I prepare a detailed lesson plan for each lesson?
Do I provide special lesson materials to meet individual learning differences?
Am I versatile in the use of teaching devices? (Flash cards, charts, etc.)
Do I make full use of instructional aids? (Audio visual, programmed materials)?
Is imagination exercised in developing lesson materials?
Is there an element of surprise in every lesson?

Psychology of Approach

Do I treat my students as adults?
What efforts do I make to motivate the student's learning?
Is three-way communication encouraged? (Teacher-student; student-teacher; student-student?)
Do I develop an attitude of supportiveness in the learning process?
Do the students share in identifying and developing goals?
Do I utilize every opportunity to praise and commend students?

Student Retention

What percentage of the active enrollment is present at each session?
What percentage of students who originally registered is reflected in the present active enrollment?
Do I know why students have dropped out?
Do I follow up absentees?
What devices do I use to stimulate attendance?
Do I recognize and try to overcome danger signals of potential drop-outs?

SUGGESTED LESSON PLAN
For English Speaking Adult Basic Education Students
CONSUMER EDUCATION - BUYING FOOD
(For class of 3 levels - 3 hour teaching period)

MATERIALS

Food ads from newspaper (selected ads for each of the 3 levels.)
Flash cards for vocabulary presentation for each of the 3 levels.
Mimeographed teacher created reading material for Levels I and 2.
Pamphlet "Making the Most of Your Money", published by Educational Division, Institute of Life Insurance, N.Y. for Level 3.
Words from reading lesson for Level 1, clipped from newspaper ads and mounted on small cards to be used for word recognition.
Discount Coupons clipped from newspaper mounted on small cards. (These coupons will give original prices and discount prices of various articles). These coupons will be given to students in Levels 2 and 3 to develop mathematical skill in figuring out savings with discount prices.
Mimeographed teacher created work sheets to accompany reading material at all three levels.
Paper money to be distributed to students at all of three levels to use for buying from store ad given to them.
Adding machine tapes to be used as device for Level 2 and Level 3 to develop mathematical skill in adding prices of purchases.
Wall chart with statements from reading material for Level 1 group.
Phonics chart to be used for all 3 levels.
Letter envelopes for Level 1 group to practice name and address.

10 minutes - INTRODUCTION AND OPENING
Teacher may take all 3 levels together to introduce herself or himself to groups and to obtain names of students and other facts of identification.

15 minutes - ORAL PRESENTATION OF SUBJECT "BUYING FOOD" (All 3 levels may be taken together to discuss going to the store and buying food).
Use food ads from newspaper to stimulate conversation and discussion.
Direct simpler questions to Level 1 group and more advanced questions to Level 2 and 3 groups. Purpose is to develop vocabulary appearing in reading lessons and to discuss food buying.

What do we call this paper? (ad, advertisement)
What kind of a store does it advertise? (Food store, grocery store, market, super market)
What should you do before you go to the super market? (Prepare a shopping list)
What do you buy at the food store? (Have each member from each level contribute as many different items as possible)
Where do you pay for your purchases at the super market? (Check out counter)

How do you know if you are getting good buys at a super market? (Compare prices, look or ask about quantity on label, look for specials, etc.)

15 minutes - DEVELOPMENT OF READING VOCABULARY WITH LEVEL 1. LEVELS 2 and 3 WRITE SHOPPING LIST.

READING VOCABULARY FOR LEVEL 1 (Use chalkboard and flash cards)

store	oranges	ham
market	bread	supermarket
potatoes		

15 minutes - DEVELOP READING VOCABULARY WITH LEVELS 2 and 3 (Use flash cards) LEVEL 1 GROUP WILL WRITE NAMES AND ADDRESSES AND OTHER FACTS OF IDENTIFICATION ON MIMEOGRAPHED WORKSHEETS.

WORDS FOR LEVEL 2 GROUP	WORDS FOR LEVEL 3 GROUP
groceries	compare
meats	quality
household supplies	quantity
vegetables	brands
fruits	specials
squash	label
check-out counter	

15 minutes - SILENT READING - ALL 3 LEVELS TOGETHER
Levels 1 and 2 read from teacher created mimeographed sheets and Level 3 group reads from pamphlet "Making the Most of Your Money".

15 minutes - ORAL AND SILENT READING - TO CHECK COMPREHENSION - 3 LEVELS MAY BE TAKEN TOGETHER. (Teacher holds up a flash card for each group and group members read silently from their respective reading material until they find a statement containing the word). A sequence of words may be given, a new word being given to each group in sequence to keep all students busy all of the time).

15 minutes - REST

10 minutes - USE WALL CHART WITH STATEMENTS FROM READING LESSON FOR LEVEL I GROUP TO STUDY SILENTLY. GIVE ADDING MACHINE TAPES TO LEVEL 2 (Totaling up to $10.00) and TAPES TO LEVEL 3 GROUP (totaling up to $20.00) and let them add them to see if they have enough money to pay for purchases.

15 minutes - GIVE OUT NEWSPAPER CLIPPING MOUNTED ON SMALL CARDS TO ALL THREE LEVELS TOGETHER. - (Level 1 group will have words from newspaper ad which appear in reading lesson, such as ham, bread, potatoes, oranges, etc. for word recognition.

Level 2 and 3 grjoups will get discount coupons to figure out how much money they will save in buying articles at discounted prices.

10 minutes - PHONICS CHART - ALL 3 LEVELS MAY BE TAKEN TOGETHER
Have Level 1 give word in phonics family.
Have Level 2 spell it.
Have Level 3 put it in a statement.

15 minutes - GIVE OUT FOOD STORE ADS TO STUDENTS OF ALL THREE LEVELS-
Give Level 1 group each $2.00 of toy paper money; $10.00 to Level 2 Group; and $20.00 to Level 3 group. See how fast they can get the best food bargains for the money they have, such as ham, potatoes, oranges, bread, etc.)

20 minutes - WRITING - Have Level 1 write names and addresses on letter envelopes. Level 2 and 3 groups will fill in blanks on worksheet.

10 minutes - CLOSING - ALL THREE LEVELS TOGETHER
Have students write words on the chalk board in two lists so that the intiial letters in the words in the first list will spell "thank" and the initial letters of the words in the second list will spell "you." Level 1 students could be asked to write their names if they begin with any of the letter - Level 2 and 3 students could be asked to write a word that begins with "k" - a word that begins with "y" etc. The teacher will plan the placing of the words so that when the initial letters are underlined the students will see the words "thank" and "you." For example:

to	yet
ham	our
and	us
no	
keep	

The words "Good Night" might be developed likewise:

go	now
orange	in
or	girl
dear	ham
	turkey

ADULT EDUCATION

Teacher Guidance Sheet

Name of Student: _____

Address: _____

Telephone Number: _____

Date First Guidance Conference: _____

Remarks: _____

_____

Date Second Guidance Conference: _____

Remarks: _____

_____

Educational Objective: _____

Vocational Objective: _____

Teacher's Recommendations: _____

_____

	Beginning	End of Year
Reading Score	_____	_____
Math Score	_____	_____

Teacher's Name: _____

Center: _____

NOTE: This form will be turned in on each student at the end of each class.

APPENDIX E

CONSULTANTS AND STAFF

Miss Phyllis Atkinson
Adult Education Secretary
Memphis State University

Dr. Donnie Dutton
Associate Professor and
Director of Adult Education
Memphis State University

Mr. Luke Easter
Supervisor of Adult Education
Tennessee State Department of Education

Mr. Billy Glover
Supervisor of Adult Education
Tennessee State Department of Education

Miss Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

Dr. Homer Lawrence
Director of Continuing Education
Jackson State Community College
Jackson, Tennessee

Mr. Gary Moss
Research Assistant
Bureau of Educational Research and Services
Memphis State University

Mr. Blake Welch
Assistant Director of Adult Education
Memphis City and Shelby County Schools

APPENDIX F

ADULT BASIC EDUCATION INSERVICE
MEMPHIS STATE UNIVERSITY

November 21, 1969

4:00-4:05 WELCOME AND INTRODUCTION OF SPEAKER

Donnie Dutton
Director of Adult Education
Memphis State University

4:05-4:30 PRESENTATION ON CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM

Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

4:30-4:45 PREPARATION FOR ROLE PLAYING TEACHING DEMONSTRATION

Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

and

Blake Welch
Assistant Director of Adult Education
Memphis City and Shelby County Schools

4:45-5:45 MULTI-LEVEL TEACHING DEMONSTRATION ON COMSUMER EDUCATION

Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

5:45-6:00 BREAK

6:00-6:30 QUESTION AND ANSWER SESSION

Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

6:30-6:40 DISCUSSION OF TEACHER'S SELF APPRAISAL FORM

Margaret Kielty
Director of Adult Education
Fitchburg, Massachusetts

6:40-6:50 EVALUATION

Donnie Dutton
Director of Adult Education
Memphis State University

and

Gary Moss
Research Assistant
Bureau of Educational Research and Services

6:50-7:00 ADMINISTRATIVE PROCEDURES

Blake Welch
Assistant Director of Adult Education
Memphis City and Shelby County Schools

APPENDIX G

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the workshop.

1._____It was one of the most rewarding experiences I have ever had.

2._____Exactly what I wanted.

3._____I hope we can have another one in the near future.

4._____It provided the kind of experience that I can apply to my own situation.

5._____It helped me personally.

6._____It solved some problems for me.

7._____I think it served its purpose.

8._____It had some merits.

9._____It was fair.

10._____It was neither very good nor very poor.

11._____I was mildly disappointed.

12._____It was not exactly what I needed.

13._____It was too general.

14._____I am not taking any new ideas away.

15._____It didn't hold my interest.

16._____It was much too superficial.

17._____I leave dissatisfied.

18._____It was very poorly planned.

19._____I didn't learn a thing.

20._____It was a complete waste of time.

*Dr.R.Kropp and Dr. C. Verner, Florida State University

IF YOU WISH, ADD ANY COMMENTS ON REVERSE SIDE OF THIS PAGE.

ABE TEACHING WORKSHOP

1. Sex (4)

_____Male

_____Female

2. Age (5)

_____Less than 35

_____35 and over

3. Race (6)

_____White

_____Negro

_____Other

4. Marital status (7)

_____Single

_____Married

_____Divorced or Separated

_____Widowed

5. Degree presently held (8)

_____Less than Bachelor's

_____Bachelor's

_____Master's

_____Specialist

6. Teaching experience in adult education (9)

_____Less than 1 academic year

_____1 - 2 academic years

_____More than 2 academic years

7. Adult basic education major teaching level (10)

_____I. (grades 1-3)

_____II. (grades 4-6)

_____III. (grades 7-8)

8. Number of years teaching in public schools <u>other</u> than adult basic education (11)

_____Less than two years

_____2 - 9 years

_____10 or more years

9. Has your experience as listed in Item 8 been primarily in: (12)

_____Elementary education

_____Secondary education

_____Other (specify): _____

10. Workshop attended (13)

_____Memphis State

_____Jackson State

* *

PLEASE REACT TO THE FOLLOWING STATEMENTS BY PLACING A CIRCLE AROUND THE ANSWER WHICH BEST INDICATES YOUR FEELING REGARDING THAT ITEM.

11. The workshop answered questions that concerned me relative to teaching adults. (14)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

12. The information and techniques presented will be useful to me in the classroom. (15)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

13. The instructor did an excellent job. (16)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

14. As a result of this workshop, I feel that I will now be able to perform my job more satisfactorily. (17)

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

15. My overall rating for the workshop is: (18)

Very Low	Low	Medium	High	Very High

* *

16. Identify the greatest overall strength(s) of the workshop.

_____

_____

_____

17. Identify the greatest overall weakness(es) of the workshop.

_____

_____

_____

18. Please list three subjects about which you would be interested in attending future workshops.

_____

_____

_____

APPENDIX H

LIST OF PARTICIPANTS ATTENDING THE WORKSHOPS

Jackson

Thomas Adair
Fayette County

L. J. Anders
Carroll County

Shirley Atkins
Fayette County

Mrs. G. C. Baley
Fayette County

Roberta Bass
Fayette County

Roberta Bishop
Hardeman County

Annie Bond
Jackson City

Willie Bond
Humboldt City

Cleo Boyd
Jackson City

William Brooks
Tipton County

Alvin Brown
Fayette County

Bernice Buchanan
Hardeman County

Rayburn Cogle
Jackson City

Alice Cawthon
Chester County

Frances Chance
Hardin County

Wayne Chester
Benton County

Mrs. Eddie Clark
Weakley County

James H. Clarke
Hardin County

D. Dudley
Carroll County

Pat Dungan
Jackson City

Bobby Fowler
Lake County

Bill Fullewood
Hardin County

Frank Gallimore
Henry County

Annie Gammon
Dyer County

Willie Golden
Fayette County

Mildred Harris
Jackson City

Clovis Howard
Hardin County

Earlie Mai Howard
Carroll County

Elgin Howard
Hardin County

Harold Howard
Carroll County

Ruth Huey
Dyer County

Captolia Huffenis
Hardin County

PARTICIPANTS (Continued)

Cora Hughes
Lake County

Inez Hurst
Hardin County

Bertha Hutson
Jackson City

Almeta James
Fayette County

Gladys Jimerson
Hardeman County

Annie Joiner
Tipton County

Syrville Jones
Crockett County

Dee Killingsworth
Hardin County

Floyd Kirk
Benton County

E. L. Lemonds
Weakley County

Edna Lofties
Fayette County

Jerry London
Lake County

Marie Matheney
Benton County

Ola Mathis
Crockett County

Eddie McDougal
Hardin County

Roland McElrath
Benton County

Vashti Meadows
Chester County

Mattie Miliken
Jackson City

C. C. Moody
Humboldt City

Olivia J. Moore
Union City

Mrs. Thomas Moore
Weakley County

Billie Sue Morgan
Lake County

Rebecca Newhouse
Crockett County

Bernice Norment
Hardeman County

Bernis Oakley
Hardin County

Cora Lee Owens
Carroll County

Henry Parramore
Hardeman County

Gracie Pearson
Crockett County

Mary Pegram
Jackson City

Geraldine Perry
Hardin County

Gene Phillips
Hardin County

Nirson Piercey
Jackson City

PARTICIPANTS (Continued)

Roland Pope
Lake County

James Porter
Fayette County

Glenda Reed
Humboldt City

Arva Robinson
Jackson City

Barton Robinson
Henry County

Hugh Rogers
Hardin County

Shirley Rowe
Henry County

B. A. Russell
Dyer County

Mattie Shanklin
Henry County

Robert Sharp
Fayette County

Madeline Shelton
Fayette County

Bernice Siler
Hardeman County

Noel Siler
Hardeman County

C. L. Smith
Fayette County

Spurgeon Smith
Fort Pillow State Farm

Kenneth C. Smyth
Hardin County

Anita Spicer
Jackson City

Mary Stuart
Hardin County

Ernest Taylor
Tipton County

Maggie Townes
Carroll County

Glenda Trammel
Hardin County

J. M. Trice
Chester County

Anna Webb
Carroll County

Pansy Westbrook
Chester County

Mrs. J. S. Whitaker
Fayette County

Fred Whitmore
Fayette County

Major Wilburn
Hardeman County

H. H. Williams
Hardin County

Mary Yarbrough
Tipton County

Memphis

Gary Abney
2006 Fair Fall Drive

Dorothy Akines
Dunn School

David Anderson
Sheffield School

Mrs. Robbie Aven
Sherwood Jr. High School

Richard Banks
Westfield High School

Bertha Barry
Cummings School

Andrew Billings
Millington High School

Milton Brinkley
Collierville Elementary

Eddie Brown
Fairley Road

Willie B. Brown
Florida School

Helen Burns
Carnes School

Lois Byrd
Cypress School

King Caldwell
A. B. Hill School

Barbara Cooper
Lauderdale School

Christine Corpal
A. B. Hill School

Stella Crone
1220 Perkins Terrace

Faye Deans
1885 Edward

Elizabeth Drummond
Kingsbury High School

Janis Drummond
4977 Lynbar

Nancy Epperson
3079 Bomah

Janie Fields
Millington East

Edna Fisher
Hanley School

John Gardner
Cypress School

Ann Gibson
Locke School

Walter Gibson
Leath School

Mrs. Thrift Green
Hamilton School

Wilma Haley
Capleville Shelby

Marilynn Halfacre
359 Cambridge

Dorothy Halliburton
Idelwild School

Martha Hammett
Knight Road School

Iris Harris
Klondile School

Floyd Harrison
Lester Elementary

Kenneth Hay
Fairley High

Clayton Haynes
Germantown High

T. C. Heard
Oakhaven High

Judith Henry
Tech High

Clarence Higgins
Riverdale School

Nell Hodges
White Station Elementary

Mrs. Royline Hodnett
East Elementary

Mrs. O'Neal Holley
Porter Jr. High

Claudine Horne
LaRose Guidance Center

Elbert House
Corry Jr. High

Shirley Hubbard
35 Fernwood

Annette Jackson
Westside Elementary

Ernest Johnson
Geeter School

Katherine Jones
Kansas Street Elementary

Lillian Jones
Hamilton School

Louise Jones
A. B. Hill School

Robert Jones
Collierville-Byhalia

Linda Kellow
LaRose School

Elizabeth Kenhel
Douglas School

Erma Laws
Georgia Avenue

James Leahs
Woodstock School

Fay Lee
Locke School

Lila Lipscomb
Westwood High

Theodies Macklin
Scenic Hills

Sharon McGaw
1034 Court

Lois McHaffie
Tech High

Carolyn Middleton
Knight Road

Patricia Mosby
Locke School

Marshall Mozingo
Hawkins Mill

Leon Nelson
Riverview School

Linda Newsom
Fairley Road

Helen Nunn
3562 Barron Road

Barbara Parker
2417 Blue Road

Hazel Parker
1896 Dearing

Faye Partin
Bartlett High

James Patrick
Airways Jr. High

James R. Patrick
Oakhaven High

Barbara Payne
Stafford School

Charles Peete
Shadowlawn School

Elizabeth Plaxico
Prospect Guidance Center

Commodore Primous
Georgia Avenue

Eugene Pugh
Shadowlawn School

Glen Ramsey
Sherwood Jr. High

Marjorie Rasmussen
Tech High

Hugh Reed
Bolton Elementary

Frank Feed
Corry Jr. High

Ora Rockwell
Woodstock School

Floyd Rogers
Gardenview School

Ed Sanders
Georgia Avenue

Alida Scarborough
334 Buena Vista Place

Ann Self
3100 Homewood Drive

Lois Simmons
3332 Dawn Drive

Charles Smith
Barret's Chapel

Leslie Sollee
869 N. Trezevant

Karen Stafford
3267 Prince George

Mrs. Donnie Todd
Millington East

Emily Travis
5056 Newcastle

Robert Turner
Mt. Pisgah

Linda Tusant
1776 Dearing Road

Faye Williams
Florida School

Lev Williams
1716 South Orleans

Roosevelt Williams
Rozelle School

Charles Wossum

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